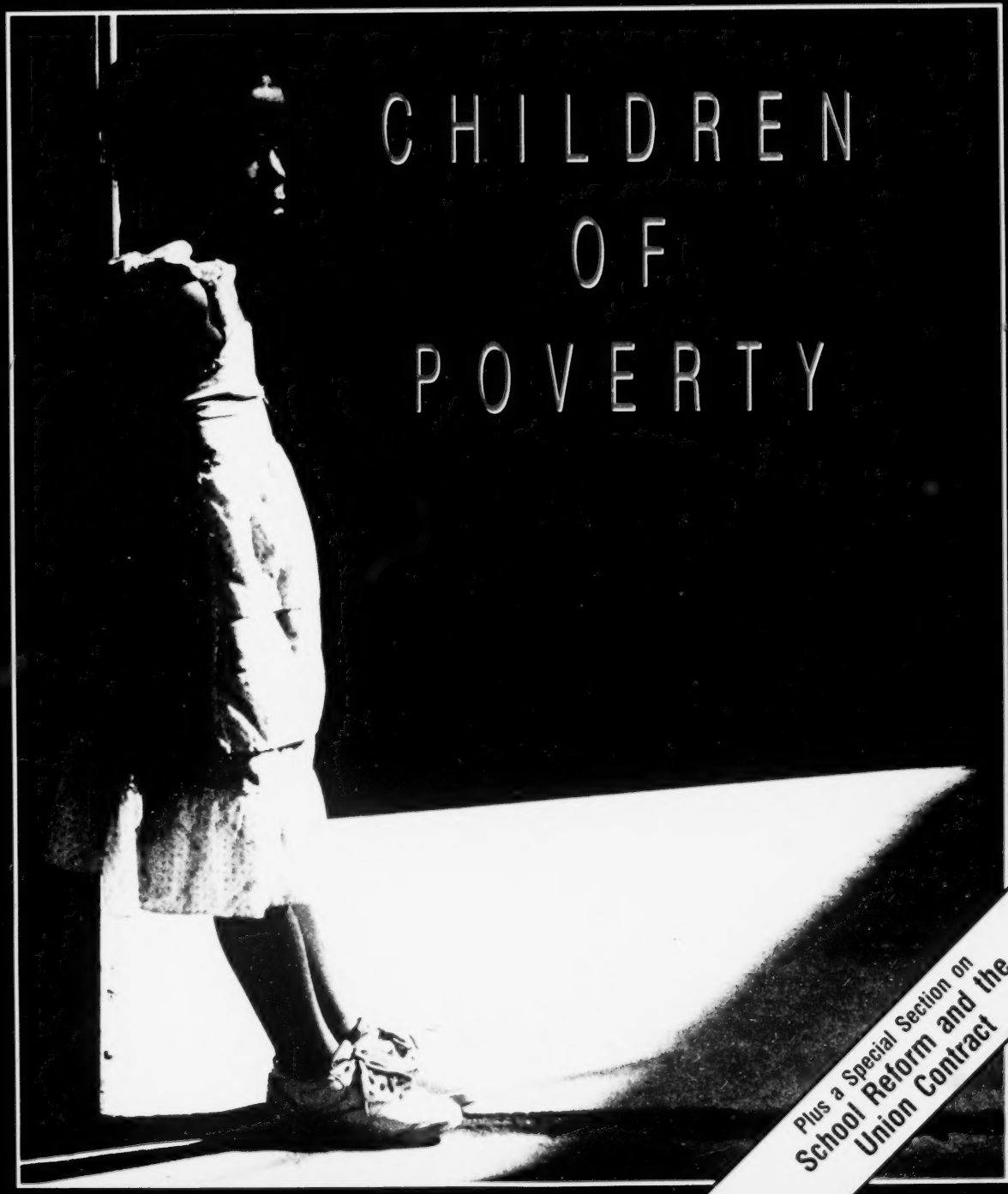
PHI DELTA

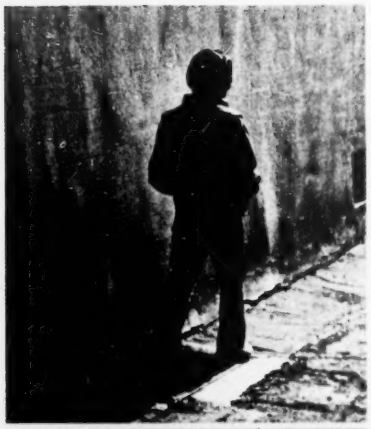
JUNE 1990

KAPPAN



CHILDREN OF POVERTY

Plus a Special Section on
School Reform and the Union Contract



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Cover Photograph: Jeffrey High

Good News/Bad News

THIS ISSUE of the *Kappan* contains both good news and bad. The good news – which you'll find in the special section on school restructuring – is that the entire education community is finally joining hands to make schools more effective for the young. Instead of blaming one another for inadequate outcomes while carrying on business as usual, teacher unions, school administrators, and school boards in some locales are working with parents and community leaders to reform the schools by re-forming them. The schools in these communities are undergoing not simple cosmetic changes, but fundamental structural ones that are tailored to local conditions and local needs. Such cooperation can serve as a model for the rest of us.

The bad news is that school restructuring will not be sufficient to carry the day. Oh, we have some ideas on how to deal more effectively with the children of poverty in our classrooms, as Michael Knapp and Patrick Shields point out in this issue. We have some ideas, too, on how to deal more effectively with homeless children; Maria-Luisa González describes one such program in Dallas.

But the schools alone cannot resolve the devastating problems that poverty poses for some 30 million Americans, many of them children – problems that are detailed in this month's *Kappan* Special Report. To cope effectively with the needs of the children of poverty will require a shift in national priorities.

In the 1960s the nation declared a War on Poverty, but today we seem instead to be waging war on the poor. According to the Children's Defense Fund, spending on the military has increased by 37% since 1980, and spending on the national debt has increased by 81%. But spending on all programs for low-income families has *dropped* by 2%. Meanwhile, according to the Census Bureau, the average family income (in constant dollars) of the poorest one-fifth of Americans fell from $5,429 in 1979 to $5,107 in 1987.

In the last decade we comfortable Americans have attended to our own well-being and blamed the victims who have fallen by the economic wayside. Though our manufacturing base has shrunk and low-paying service jobs have filled the gap, we have tended to think of the poor as shiftless and hopeless – unable or unwilling to hold down a job. In reality, many of the poor are *employed* – but without hope, because they are unable to afford basic necessities on a minimum wage. And the problems of poverty have created enormous challenges for the schools in virtually every community, because so many poor Americans are children.

It's time for this nation to start assessing public policy in terms of how well it meets the needs of the young. America needs a continuum of programs, starting with prenatal care for low-income women and adequate medical care, nutrition, and developmental education for their children. It needs to provide easy access to a variety of social services that can help poor families cope with the many problems that spin out of poverty. It needs to provide the children of poverty with incentives to become educated – prospects for decent jobs or for financial aid for postsecondary education. And all these things will cost money.

Jonathan Kozol notes that "only when it comes to human justice do we question the utility of cash. We never speak of throwing money at the Pentagon. No. We 'allocate' money to the Pentagon. We talk about 'throwing' money at anything that has to do with human pain."

Educators must continue to restructure the schools. But we must also speak out for the children served by those schools. Clearly, a nation that does not invest in its children does not love itself. – PBG

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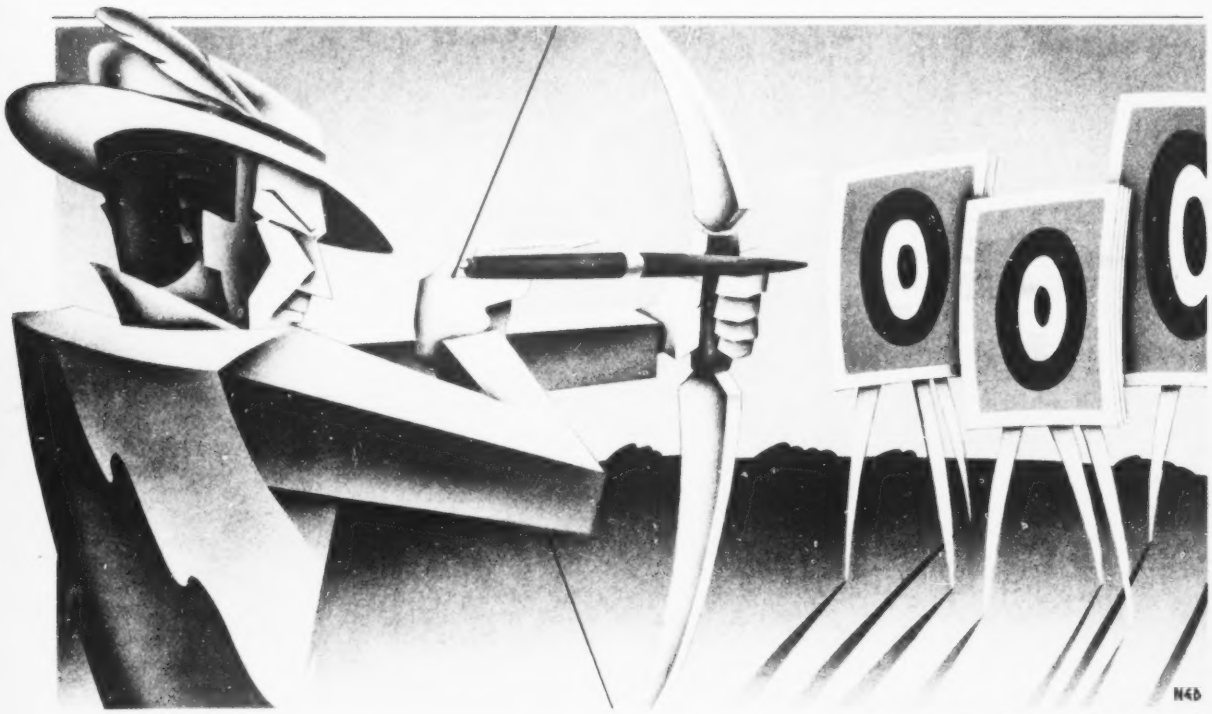
Writing for Education Journals



Mr. Henson discusses the latest findings from his biennial survey of education editors. Those who wish to publish in professional journals would do well to heed his advice.

BY KENNETH T. HENSON

AFTER I graduated from college, I moved 500 miles to work with William Van Til, a decision I've never regretted. Within a year I found myself seated in his class on "Writing for Professional Publication."

Several years later I began holding brown-bag luncheon discussions to help doctoral students develop the writing skills that they would need in their later professional lives. These seminars led me to offer my own graduate course on "Writing for Professional Publication." (Like Van Til's classes, mine had about as many faculty colleagues in attendance as graduate students.) And the course led me to develop a workshop on the subject that I've conducted for more than 60 audiences. Participants arrive loaded with specific questions to which they are determined to find answers. It is these questions that keep me on track and keep me struggling to stay one step ahead of the group.

My technique for staying ahead is simple. Periodically, I send a questionnaire to a number of education journals. To disseminate the findings widely, I prepare an article for the *Kappan*. This is the fourth such article to appear in this jour-

KENNETH T. HENSON (Eastern Kentucky University Chapter) is dean of the College of Education at Eastern Kentucky University, Richmond. This article is an update of earlier articles that appeared in the May 1984, April 1986, and June 1988 issues of the Kappan.

Illustration by Ned Shaw

nal since 1984. The information that appears in Table 1 comes from a mailing to 54 journals; 53 responded, for a 98% rate of return.

Participants in my workshops often ask, How do I know to which journals to target my manuscripts? I tell them first to decide what they want to achieve and then to choose a journal that matches their goals. Some people write to share their knowledge with as many people as possible; they need to publish in journals with large circulations. Some wish to write for university professors and researchers. These writers should not be writing for journals that are read primarily by practitioners.

The audiences for the journals I surveyed range from as few as 200 to as many as 150,000; four-fifths of the journals have fewer than 10,000 readers, and half have circulations of between 5,000 and 10,000. Two-thirds of all readers are university personnel.

I found that 94% of the 53 journals in my survey publish at least some articles that report on research of some kind. For 23% of the journals, more than 90% of the articles published report on research. Clearly, you can improve your chances of acceptance by reporting some research data. However, when writing for journals whose audiences consist largely of practitioners, avoid the formal research article format.

The institutional reward system of our colleges and universities may dictate that some writers publish in "refereed journals." Since what constitutes a *refereed journal* varies widely from journal to journal, I have devised a simple three-point scale to reduce the confusion. I assign one point to each of three criteria that I consider important in refereeing. If manuscripts are regularly sent out of the editorial offices for review by peers (or if an editor uses a combination of in-house and field-based review), I assign the journal one point. If the reviewers do not know the name of the author or the institution with which the author is affiliated, I assign the journal one point. If the journal furnishes its reviewers with a rating instrument, I assign the journal one point. The total for each of these journals is reported in Table 1.

Forty-one percent of the journals in my survey scored a full three points on my refereeing scale; 40% scored two points; 8% scored one point; 8% failed to meet any of the criteria. Since I conducted this survey two years ago, three formerly nonrefereed journals have attained refereed status. I should note that merely meeting these criteria does not insure quality. For example, one author's purposes for writing may best be met by publishing in a nonrefereed journal that is read by a great many practitioners, while another's purpose can better be served by publishing in a refereed journal that is read by a smaller number of researchers.

Perhaps the question that aspiring writers most frequently ask is, What is the rejection rate of a journal? Rejection rates among these journals range from 30% to 96%. Two-thirds of the journals reject at least two-thirds of the manuscripts they receive, and nearly one-third (31%) reject at least 90%. Nevertheless, 13% of these journals accept at least half of the manuscripts submitted.

To help those who attend my workshops to increase their personal acceptance rates, I asked editors how many themed issues they plan each year. About half of these journals (55%) dedicate all or part of one or more issues a year to themes, and half of all the articles in these theme-using journals (45%) are related to a theme. By reading these journals regularly, writing on an upcoming theme, and timing the submission of a manuscript so that it reaches the editors before the announced deadline, you can significantly increase your chances of getting into print. One journal, on whose publications committee I have served for several years, plans both themed issues and general issues every year. The editors typically receive three times as many manuscripts for general issues as they receive for themed issues. The mathematics is simple: by writing for the themed issues, you have three times the chance of being published in this journal.

The promptness with which an editor evaluates a manuscript is an important concern for all potential contributors. One of my workshop participants reported that a certain journal took eight years and three months to reach a decision on his manuscript. While awaiting the decision, he graduated, moved twice, and was promoted to associate professor. Finally, the editor reached a decision: the manuscript was rejected because "it does not offer a new view on the subject." This experience and the 11 letters that he wrote to the editor during the eight-year process were printed in the *Chronicle of Higher Education*. While this case must surely be a record for editorial irresponsibility, some journals do require more time than others to make publishing decisions.

The 53 editors who responded to my survey require from two days to one month to respond to query letters. Six journals require a month to respond to a letter. The average is about 10 days. As many as 45 days are required to acknowledge receipt of a manuscript.

As upper limits, these figures don't sound so bad. But once the manuscript has been received and acknowledged, the process slows down considerably. These editors take from two to 60 weeks to decide whether to accept or reject a manuscript. On the average, this decision takes about three months — or nine times as long as the average time required to respond to a query letter. This wide range suggests that, when selecting journals to which to submit manuscripts, you might wish to query the editor about his or her interest before sending a manuscript. It also suggests that, unless a journal has a shorter turnaround time, a writer should wait at least three months before inquiring about the status of a manuscript. Once having accepted a manuscript, these journals take between one month and two years to publish it. The average delay is seven months.

You should not be timid about contacting editors. Eighty percent of the editors who responded to my survey welcome inquiries. Twenty percent of them prefer phone calls over letters, 25% prefer letters, and 35% don't have a preference. Ten percent of the editors clearly state that they do not welcome either. Most editors face heavy workloads and deadlines. So all communication, whether by phone or by mail, should be kept brief.

Few beginning authors realize the importance of making their manuscripts fit the requirements of the target journals. Put bluntly, editors will not alter their journals to fit the design of a manuscript. I know of one editor who won't even send a manuscript out for review if it violates any referencing rules. Seventy percent of these journals require APA (American Psychological Association) style; the others use the University of Chicago style manual. Do not submit a manuscript printed on a dot-matrix printer without first checking with the editor; 40% of the editors I surveyed *do not* accept dot-matrix copy, and many of the others prefer letter-quality copy.

In addition, a manuscript should correspond to a journal's length require-

TABLE 1.

Characteristics of a Selected Sample of Education Journals

	Number of Readers	Contributors Who Are University Personnel (%)	Refereed	Research Articles (%)	Theme Issues per Year (%)	Acceptance Rate (%)	Days to Answer Queries (Avg.)	Days to Acknowledge Receipt of Ms. (Avg.)	Weeks Required for Decision (Avg.)	Months Required for Publication (Avg.)	Preferred Length (in Ms. Pages)	Min./Max. Pages	Number of Photocopies Preferred	Required Style	Accept Dot Matrix	Effect of Photos on Acceptance	Welcome Query Letters	Welcome Phone Calls
Academic Therapy	5,000	60	3	10	20	15	2	2	7	9	10-12	—/20	2	APA	Yes	Likely	Yes	No
Action in Teacher Education	3,500	75	3	25	50+	30	7	14	12	10	8	4-15	2	APA	Yes	None	No	Yes
American Biology Teacher	7,000	50	3	60	0	60	5	2	8	9	10	1-18	2	APA	No	Possibly	Yes	Yes
American Secondary Education	3,000	90	1	10	0	40	7	7	7	4	9	—	1	Campbell	Yes	None	Yes	Yes
Child Development	8,500	90	2	95	15	20	1	0	12	12	15	—	3	APA	No	None	Yes	—
Clearing House	2,500	90	3	50	10	50	7	8	12	6	9	—	0	Chicago	No	None	Yes	—
College Student Journal	1,000	50	2	20	0	33	30	45	6	10	7	4-20	1	APA	Yes	Possibly	Yes	Yes
Comparative Education Review	2,400	80	2	90	25	15	5	5	9	8	30	20-35	3	Chicago	No	None	Yes	No
Computing Teacher	12,000	50	3	20	10	10	7	2	12	5	9	3-16	1	APA	Yes	None	Yes	Yes
Contemporary Education	1,000	75	2	25	90	5	7	7	5	12	12	1-20	3	APA	No	Possibly	Yes	—
Core Teacher	200	50	0	25	10	30	7	7	4	6	7	—	0	Any	Yes	Possibly	Yes	Yes
Creative Child & Adult Quarterly	—	80	1	30	25	40	21	21	40	12	10	6-18	2	APA	Yes	Possibly	Yes	—
Delta Pi Epsilon Journal	8,000	—	2	85	0	23	18	18	14	6	12	7-17	4	APA	Yes	None	Yes	Yes
Eastern Education Journal	1,000	90	1	40	50	60	30	30	12	4	10	5-20	3	APA	Yes	Likely	—	Yes
EKU Educational Review	1,700	80	3	75	10	50	5	5	8	3	12	8-15	2	APA	Yes	None	Yes	Yes
Education	3,000	90	2	20	0	33	30	45	6	10	9	4-20	1	APA	Yes	Possibly	Yes	—
Educational Forum	50,000	75	3	10	0	10	5	5	10	5	15	—	3	Chicago	Yes	None	No	No
Educational Horizons	15,000	80	2	5	95	17	30	2	24	12	11	1-15	2	Chicago	Yes	Possibly	Yes	Yes
Educational Leadership	135,000	50	3	5	90	5	5	3	4	12	9	1-25	1	APA or Chicago	No	Possibly	No	No
Educational Perspectives	1,000	75	2	5	100	5	13	13	4-6	—	10	6-20	2	Chicago	No	Definitely	Yes	Yes
Educational Psychology Review	500	100	3	0	25	50	10	10	15	7	10	—	2	APA	No	None	Yes	Yes
Educational Record	10,000	95	2	7	40	10	14	3	8	9	10	5-14	1	Chicago	No	None	Yes	Yes
Educational Technology	5,000	60	No	20	—	40	7	7	2	9	11	6-25	1	APA	Yes	Possibly	Yes	Yes
Elementary School Journal	5,600	95	3	99	40	5	2	1	8	11	30	—	3	APA	No	None	Yes	Yes
High School Journal	2,000	98	3	75	0	4	30	5	8	12	12	5-18	2	APA	Yes	None	Yes	—
Journal of Educational Research	3,200	Most	2	100	0	20	10	30	12	6	25	—/30	2	APA	No	None	Yes	Yes
Journal of Experimental Education	1,600	98	3	98	0	25	—	23	7	5	20	—	3	APA	Yes	None	Yes	—
Journal of Instructional Psychology	200	90	2	55	—	60	10	30	45	5	18	—	2	APA	Yes	None	Yes	No
Journal of Reading	20,000	60	3	25	12	25	3	7	10	6	15	1-25	4	Chicago	Yes	Possibly	—	—
Journal of Reading Behavior	2,000	85	3	99	0	20	—	0	12	5	—	—	4	APA	No	None	—	—
Journal of Res. in Science Teaching	2,000	90	2	99	0	50	14	14	20	5	—	—	2	APA	Yes	None	Yes	—
Journal of Teacher Education	7,000	95	3	50	30	10	5	5	10	5	18	10-30	3	APA	No	None	Yes	Yes
Kentucky Reading Journal	1,000	85	2	40	0	70	30	7	12	3	10	5-15	3	APA	No	None	Yes	Yes
Middle School Journal	9,000	40	3	8	30	50	15	5	6	6	8	1-12	5	APA	—	None	Yes	Yes
NASSP Bulletin	40,000	60	No	15	—	18	5	2	4	12	14	8-18	1	Chicago	Yes	None	Yes	Yes
Peabody Journal of Education	2,400	80	3	—	100	100*	5	5	—	3	23	15-45	—	APA	No	Possibly	—	—
Perceptual & Motor Skills	7,000	—	2	90	—	35	—	—	4	1	—	—	3	APA	No	Possibly	Yes	—
Phi Delta Kappan	150,000	52	No	25	27	5	5	1	8	9	15	1-25	0	Chicago	Yes	Possibly	Yes	Yes
Planning & Changing	700	90	2	60	—	40	5	5	6	6	18	10-24	—	Chicago	Yes	None	Yes	Yes
Principal	25,000	25	No	10	15	5	30	42	60	5	9	5-12	1	Chicago	No	Possibly	Yes	No
Professional Educator	300	70	2	30	—	30	5	3	6	6	25	—	2	APA	Yes	None	Yes	Yes
Psychological Reports	7,000	—	2	90	—	35	0	0	4	1	—	—	3	APA	No	Possibly	Yes	—
Reading Improvement	2,000	50	—	20	0	33	30	45	6	10	9	4-20	1	APA	Yes	Possibly	Yes	Yes
Reading Research Quarterly	10,500	30	3	90	0	10	—	7	14	6	35	—	4	APA	No	None	No	No
Reading Teacher	48,000	60	3	25	12	11	3	7	9	6	15	—	4	APA	Yes	None	No	No
Review of Educational Research	14,000	75	3	100	0	5	3	3	8	5	50	None	3	APA	Yes	None	Yes	Yes
Social Studies	3,000	60	2	5	15	45	5	10	12	10	19	—	1	Chicago	No	Possibly	Yes	No
Teacher Educator	2,200	80	2	60	0	10	2	2	6	8	10	6-16	1	—	Yes	None	Yes	Yes
Teachers College Record	3,000	95	2	10	25	7	14	3	8	8	25	20-35	2	Chicago	—	None	Yes	No
Teaching & Learning	300	—	1	60	0	30	7	7	8	4	—	6-40	0	APA	Yes	None	Yes	No
Tech Trends	9,000	69	2	43	70	25	10	14	6	4	20	5-24	2	APA or Chicago	Yes	Possibly	Yes	Yes
Theory Into Practice	4,000	80	2	70	100	—	10	1	8	10	15	10-18	2-3	APA	Yes	None	Yes	Yes
Vocational Education Journal	48,000	10	3	5	70	10	14	10	14	5	8	—	1	Chicago	Yes	Likely	No	No

*All or most articles are by invitation only